

**MEMORANDUM**

**To:** Board of Regents

**From:** Board Office

**Subject:** Review the University of Northern Iowa's Strategic Plan Progress Report

**Date:** November 6, 2000

**Recommended Action:**

Receive and review the University of Northern Iowa's strategic plan progress report.

**Executive Summary:**

The Board has indicated its interest in having consistency and linkage between institutional strategic plans and the Board's strategic plan. Also, the Board and institutions continue to work to refine performance indicators associated with Action Steps in the Board's strategic plan.

The four goals of the University of Northern Iowa's current strategic plan are to promote intellectual vitality, to promote a sense of community within the university, to effectively manage internal resources and to seek external resources aggressively, and to enhance external relations. Some of the unique strategies taken toward these goals include developing individual Programs of Study (POS) for every student, holding campus-wide discussions in order to craft statements on the qualities of an educated person, and conducting surveys of students, faculty, and alumni on their opinions on the curriculum needed which would contribute to preparing an educated person. To assess these goals, UNI utilizes some non-statistical instruments which are inherently harder to measure than the numerical goals.

Intellectual vitality, the first goal, is closely aligned with the first Key Result Area (KRA) of the Board's strategic plan, quality. The second UNI goal, promoting a sense of community, addresses the Board's KRA on diversity. The Board's KRA on access is reflected in UNI's second goal on community as well as its fourth goal on enhancing external relations. UNI's strategic plan provisions for internal and external resources are intended to relate to the Board's fourth goal, accountability.

The summary chart on progress made in achieving the indicators related to the goals and strategies is provided on pages G.D. 4c, pages 7-11. The University's strategic plan progress report is included as Attachment A, beginning on page 12.

### **Background and Analysis:**

The University is deeply involved in strategic planning. The University's process, for both the plan being completed and the new plan, impacts University priorities, curricular revisions, and financial decisions. Faculty, students, external advisory groups, and alumni all have provided input concerning the proposed strategic plan.

UNI's report includes data regarding progress made on the current plan, which the University is completing this year. Last year, one institutional indicator was dropped, namely, the number and percentage of students participating in experiential learning. This indicator was dropped because of the continued high volume of student participation.

Highlights of the progress made on UNI's goals and performance indicators, as outlined more fully in Attachment A, pages 12-25, is set forth below:

#### **Goal 1. Intellectual Vitality**

- Both individual student academic planning and the availability of required courses to meet each student's Program of Study have been significantly enhanced. (indicator 1.1.1)
- Surveys of student satisfaction with library and instructional technology services are at a stable level. (indicator 1.1.3)
- There has been a greater commitment to the liberal arts as a result of discussions and actions on Qualities of an Educated Person. (indicator 1.1.4)
- The process of portfolio review is now institutionalized and will continue. (indicator 1.2.1)

#### **Goal 2. Community**

- A climate survey was administered to students and faculty/staff. Mean ratings for responses remain high. However, the downward trend in some areas is being analyzed. (indicator 2.1.1)
- The retention rates for protected groups are slowly improving. (indicator 2.2.1)
- Currently online enrollment, account and budgetary reports are being utilized campus-wide. Electronic decision support systems, such as Access UNI, will continue to be implemented. (indicator 2.3.1)
- Overall use of the Wellness/Recreation Center has achieved its targets for usage, except in the area of intramural recreation. (indicator 2.4.1)

### Goal 3. Resources

- Dollars spent for faculty and staff development has increased significantly. (indicator 3.1.1)
- The UNI Foundation transfers an increasing amount of funds to the University for student scholarship. (indicator 3.2.1)
- The University has successfully achieved annual expenditures for building repairs that exceed the original budgets during the entire five-year planning period. (indicator 3.3.1)
- Implementation of transactional software for student services, financial services, and planning and human services is on schedule. (indicator 3.4.1)

### Goal 4. External Relations

- Survey results have guided the development of an integrated marketing plan that will assist in continuous assessment of target audience expectations for UNI programs and services. (indicator 4.1.1)
- The statewide awareness of UNI has steadily increased. (indicator 4.2.1)

In summary, the University of Northern Iowa's current strategic plan stresses a quality education based on intellectual vitality, a curriculum which provides extensive experiential learning experiences, and a strong sense of community.

UNI proposes to retain the following performance indicators in the new strategic plan:

- 1.1.4 Qualities of an Educated Person
- 1.2.1 Faculty portfolios
- 1.3.1 Availability of Off-campus Courses
- 2.1.1 Campus Climate Surveys
- 2.2.1 Retention of Protected Groups
- 2.3.1 Use of Decision Support System (DSS)
- 3.1.1 Dollars spent for faculty and staff on professional development opportunities
- 3.2.1 Dollar amount transferred annually from the UNI Foundation to the University

UNI proposes not to include the following performance indicators in the new strategic plan:

- 1.1.1 Availability of required courses to meet each student's Program of Study
- 1.1.3 Students' satisfaction with library and instructional technology
- 2.4.1 Number of users of the Wellness/Recreation Center
- 3.3.1 Size of building repair budget as a percent of the asset (replacement) value

- 3.4.1 Availability of current transactional software for certain processes (student, financial, and planning and human services)
- 4.1.1 Survey results from key populations: general public, legislators, decision leaders, and alumni
- 4.2.1 Development of effective in-state networks

### **Strategic Plan for 2001-2006**

The proposed strategic plan, "Focused on Excellence," is included in this memorandum as Attachment B, pages 26-35. It contains a mission statement, as well as descriptions of the University's culture, values, and vision. The goals and objectives, as well as indicators, are also provided.

In the proposed Strategic Plan for 2001-2006, "Focused on Excellence," UNI lists a number of indicators to be used to assess the progress of the plan, in addition to those described above. Some are identical to the Board of Regents' performance indicators.

Goal 1.0: Provide intellectually stimulating and challenging experiences for student that broaden and deepen their perspective and awareness.

- 1.1.1 Percentage of student credit hours taught by tenure/tenure-track faculty.
- 1.1.2 Average undergraduate class size -- lower, upper, both
- 1.2.1 First class enrolled in Honors Program by Fall 2002
- 1.3.1 Percentage of lower division courses taught by tenure/tenure track faculty
- 1.4.1 (Magnet Programs) Programs identified by 2002
- 1.5.1 Percentage of graduates employed or placed within one year
- 1.6.1 Number and percentage of faculty using instructional technology (including computers)
- 1.6.2 Number and percentage of general assignment tech-equipped classrooms
- 1.6.3 Percentage of course sections in which computers are used as an integral teaching aid
- 1.7.1 Number of students having an international learning experience
- 1.7.2 Number of international students enrolled

Goal 2.0: Support creative and intellectually rigorous teaching and scholarship.

- 2.1.1 Number and percentage of general assignment tech-equipped classrooms
- 2.1.2 Number of faculty using instructional technology (including computers)
- 2.2.1 Sponsored funding per year in millions of dollars
- 2.2.2 Number of intellectual property disclosures

Goal 3.0: Expand the involvement of the university in addressing critical local, state, national, and global needs that also enrich the educational experiences offered by the university.

- 3.1.1 Biennial marketing survey
- 3.2.1 Headcount enrollments in credit/non-credit courses offered through extension and continuing education
- 3.2.2 Off-campus student enrollment in degree programs offered through distance learning (fall semester only)
- 3.3.1 Annual technology transfer report

Goal 4.0: Strengthen a university culture characterized by diversity, collegiality and mutual respect.

- 4.1.1 Racial/ethnic composition of student populations in percentages
- 4.2.1 Faculty/staff/student surveys (on university culture)

Goal 5.0: Foster a supportive living, learning and working environment with services and programs that promote individual well-being and organizational effectiveness.

- 5.1.1 Campus crime statistics
- 5.1.2 Annual worker compensation claims
- 5.2.1 Number of children served (UNI child care services) and number on waiting list
- 5.2.2 Diminish gap between need and served
- 5.3.1 Faculty/staff/student surveys (on mentoring and social interactions)
- 5.4.1 Faculty/staff/student surveys (on university governance)

Goal 6.0: Enhance the quality, diversity and number of human resources available to meet the needs of the university.

- 6.1.1 Number of continuing education credits earned

Goal 7.0: Continue to improve capital, physical and informational resources at the university.

7.1.1 Number and percentage of general assignment tech-equipped classrooms

7.2.1 Number and percentage of faculty using instructional technology (including computers)

7.2.2 Number and percentage of general assignment tech-equipped classrooms

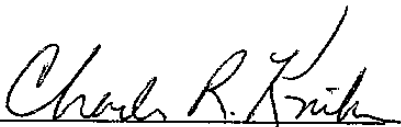
7.2.3 Percentage of course sections in which computers are used as an integral teaching aid

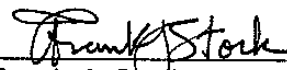
Goal 8.0: Establish strong, mutually beneficial relationships with external constituencies.

8.1.1 Number of annual contributors and dollars contributed in millions

8.1.2 Dollars available to the university from the Foundation

8.2.1 Biennial marketing survey

  
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**UNIVERSITY OF NORTHERN IOWA  
STRATEGIC PLAN --  
PERFORMANCE INDICATORS, TARGETS, PROGRESS MADE  
NOVEMBER 1999**

**GOAL 1: INTELLECTUAL VITALITY: CREATE AND MAINTAIN AN INTELLECTUALLY DEMANDING AND STIMULATED ENVIRONMENT FOR ALL MEMBERS OF THE UNIVERSITY COMMUNITY.**

**Goal 1, Strategy 1.1 Provide curricula and related learning activities that generate intellectual vitality in all University offerings.**

<i>Benchmarks, Institution Indicators and MGT Indicators</i>	<i>Target</i>	<i>Progress Made</i>
<ul style="list-style-type: none"> <li>Program of Study (POS) for each student</li> </ul>	<ul style="list-style-type: none"> <li>develop POS initiatives</li> <li>offer individualized programs through advising process</li> </ul>	<ul style="list-style-type: none"> <li>software to promote POS developed</li> <li>software for Program of Study Initiative has been developed and enhanced academic planning information is now available.</li> </ul>
<ul style="list-style-type: none"> <li>High level of student participation in experiential learning courses</li> </ul>	<ul style="list-style-type: none"> <li>increase over base 2% per year -- base 9,698</li> </ul>	<ul style="list-style-type: none"> <li>1st year 7.6% (10,437)</li> <li>2nd year 51.2% (14,664)</li> <li>Discontinued -- over 95% of May graduates have taken experiential course.</li> </ul>
<ul style="list-style-type: none"> <li>Increased student satisfaction with library and instructional techniques</li> </ul>	<ul style="list-style-type: none"> <li>develop survey to measure these indices: satisfaction with education/training; hardware/software of instructional technology satisfaction with services and resources of library</li> </ul>	<ul style="list-style-type: none"> <li>survey conducted and results in four categories (scale of 1-5, 5 highest): Instructional Technology education and training --3.34 (3.43), Instructional Technology hardware and software resources --3.20 (3.19); Library services --3.22 (3.35), and Library resources --3.24 (3.29)</li> </ul> <p>[Note: 1998 report figures are in parenthesis]</p>
<ul style="list-style-type: none"> <li>Identified qualities of an educated person</li> </ul>	<ul style="list-style-type: none"> <li>conduct discussions and projects leading to appropriate curricular and co-curricular changes</li> </ul>	<ul style="list-style-type: none"> <li>baseline - document available for campus discussion</li> <li>1st year results - qualities defined</li> <li>2nd year results - initial projects completed, discussions continued</li> </ul>

<b>Goal 1, Strategy 1.2: Sustain and reward teaching and scholarships</b>		
<i>Benchmarks, Institution Indicators and MGT Indicators</i>	<i>Target</i>	<i>Progress Made</i>
<ul style="list-style-type: none"> <li>Faculty portfolios</li> </ul>	<ul style="list-style-type: none"> <li>move from current job descriptions to portfolio development</li> <li>departments define expectations</li> </ul>	<ul style="list-style-type: none"> <li>portfolios defined in consultation with each faculty member.</li> <li>departments adopted faculty portfolio policies, in consultation with faculty</li> </ul>
<b>Goal 1, Strategy 1.3: Extend university expertise to serve the needs of Iowa and beyond</b>		
<i>Benchmarks, Institution Indicators and MGT Indicators</i>	<i>Target</i>	<i>Progress Made</i>
<ul style="list-style-type: none"> <li>Availability of off-campus courses</li> </ul>	<ul style="list-style-type: none"> <li>1st year goal 5% over base of 5287</li> <li>2nd year goal (10%) over base of 5287</li> <li>3rd year goal (10%) over base of 5287</li> </ul>	<ul style="list-style-type: none"> <li>1st year results - 5,929 headcount enrollment over baseline of 5,287 (12.1% increase)</li> <li>2nd year results -- 7,266 (37% over base)</li> <li>3rd year results -- 7,458 (41% over base)</li> </ul>
<b>GOAL 2: COMMUNITY: PROMOTE A SENSE OF COMMUNITY WITHIN THE UNIVERSITY</b>		
<b>Goal 2, Strategy 2.1: Promote a sense of identity and culture of collegiality, professionalism, and mutual respect</b>		
<i>Benchmarks, Institution Indicators and MGT Indicators</i>	<i>Target</i>	<i>Progress Made</i>
<ul style="list-style-type: none"> <li>Campus climate survey</li> </ul>	<ul style="list-style-type: none"> <li>conduct survey in 1997-98</li> <li>faculty/staff survey in Spring 1998</li> </ul>	<ul style="list-style-type: none"> <li>students surveyed, see page 6 of Strategic Plan (average responses favorable; relatively uniform between groups)</li> <li>See 2.1.1 of narrative -- results similar to prior year</li> </ul>



<b>Goal 2, Strategy 2.2: Create and Nurture a Diverse Community within the University</b>		
<i>Benchmarks, Institution Indicators and MGT Indicators</i>	<i>Target</i>	<i>Progress Made</i>
<ul style="list-style-type: none"> <li>Retention of protected groups</li> </ul>	<ul style="list-style-type: none"> <li>retain protected groups at same level as non-protected groups.</li> <li>Diminish lag by 10% per year.</li> </ul>	<ul style="list-style-type: none"> <li>base (Fall 1996) freshmen to sophomore year lag 12.5% (average); Fall 1997 lag diminished to 7.5% (goal was 11.25%);</li> <li>Fall 1998 lag increased to 18.7% (goal 10%)</li> <li>Fall 1999 lag decreased to 14.3%</li> </ul>
<b>Goal 2, Strategy 2.3 Improve University Governance and Decision Making</b>		
<i>Benchmarks, Institution Indicators and MGT Indicators</i>	<i>Target</i>	<i>Progress Made</i>
<ul style="list-style-type: none"> <li>Use of Decision Support System (DSS)</li> </ul>	<ul style="list-style-type: none"> <li>90% of campus decision-makers use system regularly (5 year goal)</li> </ul>	<ul style="list-style-type: none"> <li>elements of system have been tested;</li> <li>use is increasing</li> </ul>
<b>Goal 2, Strategy 2.4: Ensure that all members of the UNI community have the opportunity to enhance their well-being</b>		
<i>Benchmarks, Institution Indicators and MGT Indicators</i>	<i>Target</i>	<i>Progress Made</i>
<ul style="list-style-type: none"> <li>Number of users of Wellness/Recreation Center based on third week of class count</li> </ul>	<ul style="list-style-type: none"> <li>establish baselines for students, faculty, staff</li> <li>increase 25% by 2nd year</li> <li>increase participant involvement in all areas by 5%</li> </ul>	<ul style="list-style-type: none"> <li>see matrix in report, p. 9</li> </ul>

GOAL 3: RESOURCES: EFFECTIVELY MANAGE INTERNAL RESOURCES AND AGGRESSIVELY SEEK EXTERNAL RESOURCES TO SUPPORT UNIVERSITY PROGRAMS AND ASPIRATIONS		
Goal 3, Strategy 3.1: Enhance the quality and productivity of UNI faculty and staff		
Benchmarks, Institution Indicators and MGT Indicators	Target	Progress Made
<ul style="list-style-type: none"> <li>Dollars spent for faculty on professional development opportunities</li> </ul>	<ul style="list-style-type: none"> <li>increase faculty support by 6% over 3 years.</li> <li>Increase staff CEU equivalents by 9% over 3 years.</li> </ul>	<ul style="list-style-type: none"> <li>2nd year faculty support \$1,862,529 over base of \$1,591,947. 9.96% over base (goal 4%)</li> <li>3rd year faculty support \$1,795,158 -- 12.8% over base, goal 6%</li> <li>2nd year staff Continuing Education Units, 843 units over base of 630 (34% increase)</li> <li>3rd year staff Continuing Education Units, 1,587 units, 15.2% over base, goal 6%</li> </ul>
Goal 3, Strategy 3.2: Optimize the acquisition and utilization of university resources		
Benchmarks, Institution Indicators and MGT Indicators	Target	Progress Made
<ul style="list-style-type: none"> <li>Dollar amount transferred annually from the UNI Foundation to the University</li> </ul>	<ul style="list-style-type: none"> <li>1st year increase by 4.7%</li> <li>2nd year increase by limit of 6%</li> <li>3rd year increase amount by CPI + 2% to a limit of 8%</li> </ul>	<ul style="list-style-type: none"> <li>1st year: 41.10% increase</li> <li>2nd year: 10.38% decrease</li> <li>3rd year: 238% increase</li> </ul> <p><u>Note:</u> Monies transferred to designated projects and capital projects may vary from year-to-year as a result of the scale of projects and targeted funding.</p>

<b>Goal 3, Strategy 3.3: Provide a physical environment which supports the activities of the university</b>		
<i>Benchmarks, Institution Indicators and MGT Indicators</i>	<i>Target</i>	<i>Progress Made</i>
<ul style="list-style-type: none"> <li>Size of building repair budget as a percent of the asset (replacement) value (see chart page 12)</li> </ul>	<ul style="list-style-type: none"> <li>see report</li> </ul>	<ul style="list-style-type: none"> <li>for dollar amounts see page 12</li> </ul>
<b>Goal 3, Strategy 3.4: Ensure that useful information is easily accessible, accurate, and widely shared</b>		
<i>Benchmarks, Institution Indicators and MGT Indicators</i>	<i>Target</i>	<i>Progress Made</i>
<ul style="list-style-type: none"> <li>Availability of current transactional software for all processes (in student services, financial services, planning and human services)</li> </ul>	<ul style="list-style-type: none"> <li>upgrade Advancement Division software</li> <li>Y2K upgrades</li> </ul>	<ul style="list-style-type: none"> <li>Advancement Division completed</li> <li>Y2K in process</li> </ul>
<b>GOAL 4: EXTERNAL RELATIONS: DEVELOP APPRECIATION AND SUPPORT FOR THE VALUES, PROGRAMS, AND SERVICES OF THE UNIVERSITY</b>		
<b>Goal 4, Strategy 4.1: Create a coordinated, comprehensive, and consistent communications effort that enhances the awareness and image of the university</b>		
<i>Benchmarks, Institution Indicators and MGT Indicators</i>	<i>Target</i>	<i>Progress Made</i>
<ul style="list-style-type: none"> <li>Survey results from key populations: general public, legislators, decision leaders, and alumni</li> </ul>	<ul style="list-style-type: none"> <li>survey contracted in 1997 of public legislators and policymakers</li> <li>alumni survey conducted</li> </ul>	<ul style="list-style-type: none"> <li>survey presented in July 1997</li> <li>alumni survey completed</li> </ul>
<b>Goal 4, Strategy 4.2: Pursue and strengthen mutually beneficial relationships with external constituencies</b>		
<i>Benchmarks, Institution Indicators and MGT Indicators</i>	<i>Target</i>	<i>Progress Made</i>
<ul style="list-style-type: none"> <li>Development of effective in-state networks</li> </ul>	<ul style="list-style-type: none"> <li>begin UNITE (1997)</li> <li>enhance grassroots presence of UNI</li> <li>develop Admissions network</li> </ul>	<ul style="list-style-type: none"> <li>UNITE founded</li> <li>UNITE membership --51 (36)</li> <li>volunteer network begun</li> </ul>
<b>Goal 4, Strategy 4.3: Focus on the value of a UNI education in building a compelling case for public and private support</b>		
<i>Benchmarks, Institution Indicators and MGT Indicators</i>	<i>Target</i>	<i>Progress Made</i>
<ul style="list-style-type: none"> <li>Dollar amount transferred annually from the UNI Foundation to the university</li> </ul>	<ul style="list-style-type: none"> <li>same as 3.2.1</li> </ul>	<ul style="list-style-type: none"> <li>same as 3.2.1</li> </ul>

University of Northern Iowa  
Strategic Plan Report  
October 2000

GOAL 1: Intellectual Vitality: Create and maintain an intellectually demanding and stimulating environment for all members of the University Community.

Strategy 1.1 Provide curricula and related learning activities that generate intellectual vitality in all University offerings.

Performance Indicators:

1.1.1 Availability of required courses to meet each student's Program of Study

The Program of Study Initiative is a planning mechanism intended to match University resources with the academic needs of students. The POS Initiative includes: 1) an individual Program of Study for each student, 2) ascertaining student academic needs and preferences, and 3) optimizing the allocation of University resources to meet academic needs. The POS minimizes student investment of time and tuition, assists students to stay on track for completion of their degree, and allows the University to make better-informed decisions on resource allocations.

Phase I allows students to access their degree audit electronically, request hypothetical degree audits for changes in major(s), and, simultaneously, gain supplementary advising information via the University web site. Faculty and staff advisors and administrators also have electronic access to degree audits and advising information.

Phase II aggregates the POS at departmental and college levels for use as a planning tool. The foundation included the compilation of Major Worksheets to interface with an electronic format for Master Course Lists. This entails software development and template designs for achieving interactivity between University computer systems and Program of Study web screens.

**Baseline:** No Program of Study available.

**First Year's Result:** Software creation underway.

**Second Year's Result:** Software for Program of Study Initiative developed and enhanced academic planning information now available.

**Third Year's Result:** Phase I completed.

**Fourth Year's Result:** Phase I fully implemented; software and interactivity for Phase II continues in development.

**Conclusions:** Both individual student academic planning and the availability of required courses to meet each student's Program of Study have been significantly enhanced under the direction of this strategic planning initiative. As the POS moves ahead we plan to continue to develop electronic resources and communication plans necessary to fully support the POS for both academic advising and decision support.

### 1.1.3 Students' satisfaction with library and instructional technology

A satisfaction survey has been developed to be administered annually in conjunction with course registration. Indices have been created to address the following dimensions:

#### Instructional Technology

- a. Satisfaction with education/training
- b. Satisfaction with hardware/software

#### Library

- a. Satisfaction with services
- b. Satisfaction with resources

**Baseline:** No previous measures

**First year's result:** Survey conducted and results distributed.

**Second year's result:** New baseline implemented due to improved survey methodology: This survey is conducted on-line during advanced registration for the Fall Semester.

**Third year's result:** While the results of the 1999 survey do not meet the goal of a 2% increase they do reflect a stable level of satisfaction and fall within a confidence level of  $\pm 4$  percent of the actual targets.

**Fourth year's result:** Following are the results of the satisfaction survey:

	1999	2000	% Chg
Instructional Technology: Education and Training:	3.34*	3.41	+2.1%
Instructional Technology:			
Hardware/Software Resources	3.20	3.27	+2.2%
Library: Services -	3.22	3.35	+4.0%
Library: Resources -	3.24	3.35	+3.4%

\*average approval score (Scale 1-5, 5 highest)

**Conclusions:** Results of surveys indicate that student satisfaction with library and instructional technology services are at a stable level.

### 1.1.4 Qualities of an Educated Person

The qualities expected of students who graduate from the University of Northern Iowa are explicated in the document "Target Qualities for UNI Graduates: A Working Document for Field Testing" (May 30, 1997 and as revised thereafter).

Graduates will be able to integrate knowledge, skills, and values into a holistic, comprehensive perspective that guides conduct and inspires inquiry in meaningful ways throughout their lifetime. Knowledge, skills, and values are each defined by a set of complex constructs that provide a focus for relevant curricular and co-curricular developments.

Performance shall be indicated by success in completing each of a series of stages leading to appropriate curricular and co-curricular change.

**Baseline:** Initial draft available for campus discussion

**First year's results:** Qualities defined

**Second year's results:** Qualities revised. Selected faculty, staff, and students conducted projects to examine available data regarding current practice and/or to develop pilot initiatives for enhancing the proposed qualities through curricular and co-curricular activities.

**Third year's results:** Continuing discussion of the "Qualities of UNI Graduates" by a QEP Task Group confirmed the salience of the proposed knowledge, skills, and values. Special projects were undertaken to design new ways to enhance the qualities of UNI graduates such as a general education cluster course and an inventory of UNI courses and educational materials drawing on Midwestern culture and community.

**Fourth year's results:** Integration of QEP ideas into university planning mechanisms, quality assurance processes, and appropriate university documents have brought a number of key contributions including the adoption of the "Statement of Liberal Learning" as a statement of purpose for the General Education program and a Humanities Institute for faculty involved with UNI's Humanities courses in general education.

**Conclusions:** This strategic planning initiative has contributed to a revival of interest in and greater commitment to the liberal arts as a necessary foundation for the baccalaureate degree at UNI, as well as to the development of both curricular and co-curricular innovative practices. The continuing importance of the work undertaken through the QEP project is carried forward through the goals and objectives in the UNI Strategic Plan for 2001-06.

## Strategy 1.2 Sustain and reward teaching and scholarship

### Performance Indicator:

#### 1.2.1 Faculty portfolios

A faculty portfolio is a faculty member's assigned responsibility and the documentation (file materials) of the accomplishment of these responsibilities. The "standard" portfolio includes teaching, research, and service activities as specified by the department and approved by the Dean.

**Baseline:** Current job description

**First year's result:** Portfolios defined in consultation with each faculty member.

**Second year's result:** Each department has adopted a faculty portfolio policy, in consultation with faculty, that defines departmental expectations.

**Third year's result:** Deans review portfolio assignments from departments to assess compatibility with College expectations.

**Fourth year's result:** The portfolio review process is utilized to document and assign faculty responsibilities and to sustain and reward teaching and scholarship.

**Conclusions:** Under the direction of this strategic planning initiative, the process of portfolio review is now institutionalized and will continue.

### 1.3.1 Availability of Off-Campus Courses

Distance Education at the University of Northern Iowa includes all educationally sponsored credit or non-credit programs conducted away from the central campus and is administered through, or with the cooperation of, the Division of Continuing Education and Special Programs.

**Baseline:** 5,287 (1995-96 headcount enrollment for off-campus courses)

**First year's results:** 5,929 (1996-1997, 12.1% increase over base) (Goal was 5% over baseline)

**Second year's results:** 7,266 (1997-1998, 37.4% increase over base.) (Goal was 10% over baseline)

**Third year's results:** 7,458 (1998-1999, 41.1% increase over base.) (Goal was 15% over baseline).

**Fourth year's result:** 7,304 (1999-2000, 38.15% increase over base) (Goal was 20% over baseline)

Off Campus Enrollment	1997-1998	1998-1999	1999-2000
Venue	# of Students	# of Students	# of Students
WWW	112	252	505
ICN	844	1,052	1,268
On-site - Off-campus	6,310	6,154	5,531
Total	7,266	7,458	7,304

**Conclusions:** Headcount enrollments for off-campus courses have exceeded established goals for all four years of the strategic plan. Increasing enrollments in both credit and non-credit distance learning programs remains as a goal in the new strategic plan.

## GOAL 2: Community: Promote a Sense of Community within the University

Strategy 2.1 Promote a sense of identity and culture of collegiality, professionalism, and mutual respect

Performance Indicator:

### 2.1.1 Campus Climate Survey

A campus climate survey will be administered during the 1997-1998 academic year to gain a measure of the current campus climate

**Baseline:** No current data

**First year's result:** Questions were developed for response by students at the time they register for spring semester classes.

**Second year's result:** Survey conducted and responses analyzed.

**Third year's result:** While the 1998 mean responses were lower than in 1997, the results of the survey are positive and quite uniform between sub-groups such as gender, major and ethnicity. A faculty/staff survey was developed and administered to all faculty and staff. Analysis of results was distributed to campus. Results parallel those on the student survey although there were some differences in the level of agreement expressed by faculty and staff subgroups.

**Fourth year's result:** Climate survey was administered to students and faculty/staff. (see table below). Mean ratings for responses remain high. There is a downward trend in some areas that is being analyzed.

Student Campus Climate Survey Fall 1997, Fall 1998 & Fall 1999		1997	1998	1999
<b>I. Social Environment</b> Scale of 1 - 5, w/o no opinion/neutral (3)				
A. I am pleased with the number of new and close friendships I have developed at UNI.	4.25	3.63	3.47	
B. The UNI campus is friendly and welcoming to all students, faculty, and staff.	4.24	3.70	3.62	
C. I feel valued as a member of the UNI community.	3.98	3.56	3.47	
D. I feel a sense of belonging to the University community.	3.90	3.50	3.55	
Average Response	4.09	3.60	3.53	
<b>II. Ethical Environment</b> Scale of 1 - 5, w/o no opinion/neutral (3)				
A. I have been treated fairly by UNI faculty and staff.	4.18	3.76	3.75	
B. UNI promotes high ethical standards.	4.17	3.70	3.54	
C. UNI faculty and staff exhibit high ethical standards.	4.11	3.73	3.73	
D. UNI students exhibit high ethical standards.	4.02	3.48	3.68	
Average Response	4.12	3.67	3.68	
<b>III. Cultural Environment</b> Scale of 1 - 5, w/o no opinion/neutral (3)				
A. UNI values all of its members regardless of race, ethnicity, sex, age, sexual orientation, religious beliefs, physical disability, or socioeconomic status.	4.28	3.49	3.54	
B. I have experienced positive social interactions with students who have different backgrounds or beliefs than my own.	4.23	3.65	3.52	
C. My academic major includes information on multiple cultures and points of view.	4.11	3.27	3.38	
D. UNI is effectively preparing me to be a contributing member of a multicultural/multinational world.	3.97	3.45	3.47	
Average Response	4.15	3.47	3.48	
<b>IV. Instructional Environment</b> Scale of 1 - 5, w/o no opinion/neutral (3)				
A. Faculty encourage the expression of diverse points of view in the classroom.	4.06	3.60	3.47	
B. I have collaborated with faculty or staff on academic or extracurricular activities.	3.99	3.32	3.40	
C. I am encouraged by faculty and staff to participate in University-related intellectual activities (e.g., music, theatre, art, literature/poetry readings, etc.).	3.81	3.24	3.13	
D. I have had a high quality mentoring relationship with a UNI faculty or staff member.	3.64	3.26	3.33	
E. I have received high quality advising at UNI.	3.61	3.38	3.38	
Average Response	3.82	3.36	3.34	
Source: UNI Student Climate Survey, 1997, 1998 & 1999; Strongly Disagree-1; Disagree-2; Neutral-3; Agree-4; Strongly Agree-5				



Climate Survey of Faculty & Staff: Sp. 1999 – Sp. 2000		F & S				
I. Social Environment		Avg	Faculty	P&S	Merit	Students
I am pleased with the number of new and close friendships I have developed at UNI.	1999	3.80	3.42	3.95	4.03	3.63
	2000	3.73	3.35	3.85	3.98	3.47
The UNI campus is friendly and welcoming to all faculty, staff and students.		3.79	3.70	3.84	3.81	3.70
		3.75	3.59	3.78	3.88	3.62
I feel valued as a member of the UNI community.		3.59	3.42	3.74	3.61	3.56
		3.55	3.41	3.69	3.54	3.47
I feel a sense of belonging to the university community.		3.74	3.54	3.80	3.73	3.50
		3.69	3.53	3.82	3.73	3.55
Average Response		3.73	3.52	3.83	3.80	3.60
		3.68	3.47	3.79	3.78	3.53
<b>II. Ethical Environment</b>						
Faculty and staff are treated fairly.		3.41	3.47	3.57	3.20	3.76
		3.35	3.43	3.39	3.22	3.75
UNI promotes high ethical standards.		3.85	3.72	4.01	3.81	3.70
		3.79	3.71	3.77	3.89	3.54
UNI faculty and staff exhibit high ethical standards.		3.79	3.76	3.96	3.66	3.73
		3.73	3.72	3.78	3.70	3.73
UNI students exhibit high ethical standards.		3.62	3.54	3.75	3.58	3.48
		3.62	3.47	3.84	3.56	3.68
Average Response		3.67	3.62	3.82	3.56	3.67
		3.62	3.58	3.70	3.59	3.68
<b>III Cultural Environment</b>						
UNI values all its members regardless of race, ethnicity, sex, age, sexual orientation, religious beliefs, physical disability, or socioeconomic status.		3.57	3.50	3.74	3.46	3.49
		3.58	3.44	3.61	3.69	3.54
I have experienced positive social interactions with faculty, staff, or students who have different backgrounds or beliefs than my own.		4.05	4.12	4.05	3.97	3.65
		4.06	3.99	4.10	4.10	3.52
Faculty include information on multiple cultures and points of view in their classroom.		3.66	3.71	3.58	3.71	3.27
		3.51	3.58	3.45	3.51	3.38
Faculty effectively prepare UNI students to be contributing members of a multicultural/multinational world.		3.36	3.35	3.27	3.45	3.45
		3.33	3.28	3.19	3.52	3.47
Average Response		3.66	3.67	3.66	3.65	3.47
		3.62	3.57	3.59	3.71	3.48
<b>IV. Instructional Environment</b>						
The expression of diverse points of view is encouraged.		3.61	3.47	3.68	3.70	3.60
		3.57	3.42	3.50	3.78	3.47
Faculty collaborate with students on academic or extracurricular activities.		3.72	3.79	3.79	3.58	3.32
		3.67	3.88	3.60	3.52	3.40
Faculty and staff encourage students to participate in university-related intellectual activities (e.g., guest speakers, symposia, conferences, etc.)		3.89	3.83	3.80	4.04	3.24
		3.99	4.05	3.95	3.98	3.13
Faculty and staff have developed high quality mentoring relationships with students.		3.77	3.79	3.75	3.76	3.26
		3.74	3.81	3.74	3.72	3.33
Faculty and staff give high quality advising to UNI students.		3.66	3.68	3.58	3.74	3.38
		3.71	3.86	3.63	3.64	3.38
Average Response		3.73	3.71	3.68	3.73	3.34
		3.74	3.80	3.72	3.76	3.36
Average response: Strongly Disagree-1; Disagree-2; Neutral-3; Agree-4; Strongly Agree-5 All averages W/O Neutral (3)						
Student data obtained from UNI Student Climate Survey, Fall 98 and Fall, 99.						

**Conclusions:** Several campus climate surveys have been administered and analyzed. The survey instruments and the methodology will be reviewed and will continue to be utilized in the new strategic plan.

Strategy 2.2 Create and Nurture a Diverse Community within the University

Performance Indicator:

2.2.1 Retention of Protected Groups

Members of protected groups will be retained at the same level as non-protected groups.

**Baseline:** The normalized composite lag is 12.5% from the freshmen to the sophomore year for protected groups. (Freshmen enrolling Fall 1995 continuing Fall 1996.)

**First year's result** based on freshmen enrolling Fall 1996 continuing Fall 1997: Lag diminished to 7.5% (goal: 11.25%)

**Second year's result:** Lag increased to 18.7% (goal: 6.75%)

**Third year's result:** Lag decreased to 14.3%.

**Fourth year's result:** Lag decreased to 13.2% (goal: 10%)

**Conclusions:** The retention rates for protected groups are slowly improving. This indicator will continue in the new strategic plan.

Strategy 2.3 Improve University Governance and Decision Making

Performance Indicator:

2.3.1 Use of Decision Support System

An electronic decision support system (DSS) is a combination of software, hardware, data, development, and executive training. It is being built around the intuitive interface provided through standard web browsers such as Netscape, which requires only modest computing skills on the part of decision-makers.

Through use of data warehouse, the DSS will include the collection and maintenance by various administrative offices of continually evolving data relevant to decision makers regardless of source, structure, location, or platform. DSS will permit university decision-makers to access, create, deliver, and analyze electronic information. Improved decision-making should result, especially with the ability to better understand the current and projected status of the institution (using internal and external benchmarks), as well as to identify problems before they arise and model various solutions in "what-if" scenarios.

Progress will be measured by the percentage of UNI decision-makers that make use of the system. Decision-makers are defined as members of the cabinet and their associates, deans and their associates, directors, faculty leaders, and department heads. The goal over five years is to have 90% of all decision-makers using the system on a "regular basis" (defined as at least 12 accesses per semester). The following are the goals for each year: 40% by year one; 55% by year two; 70% by year three; 80% by year four; and 90% by year five.

**Baseline:** System not currently available

**First year's results:** Beta test of a system (<http://access.uni.edu>)

**Second year's result:** Monitoring of usage indicates use of student service applications, budgetary data, and admission and registration information is increasing.

**Third year's result:** Overall use of the system continues to increase. A Data Producers & Users Coordinating Group has been charged with ensuring common terminology and close linkages between decision makers and those responsible for creating and maintaining supporting databases. A detailed Survey of Administrative Decision Support Needs was conducted. In addition, an Information Forum was established to ensure that the dialogue between administrators and support groups continues. Information Technology Services and the Office of Information Management & Analysis have prototyped and implemented several Decision Support applications that are now routinely updated to reflect changing patterns of student demand and resource application.

**Fourth year's result:** Enrollment reports have been implemented on the web and include the use of OLAP and graphing capabilities, providing Decision Support users the tools for running ad hoc reports against base data. Statement of Account and budgetary web reports have become an integral, campus-wide tool for daily reporting needs. Statistics for computer center usage are being generated and imported to web reports on a daily basis. An online survey instrument has had increased use for data gathering for Decision Support, including course assessments, faculty and P&S surveys, and departmental surveys. Data warehouse data files are now refreshed automatically on schedules ranging from twice daily to annually.

**Conclusions:** Currently online enrollment, account and budgetary reports are being utilized campus-wide. Electronic decision support systems, such as Access UNI, will continue to be implemented and monitored in the new strategic plan.

Strategy 2.4 Ensure that all members of the UNI community have the opportunity to enhance their well-being

Performance Indicator:

2.4.1 Number of users of the Wellness/Recreation Center based on third week of classes count.

**Baseline:** Students no count available; Faculty & staff –176 (Represents membership Spring 1997, prior to opening of new Wellness Recreation Center.) Note: Future Base restated to annual usage from 3rd Week Fall Data to better capture scale of usage.

**First year's result:** Not available due to delay in facility completion.

**Second year's result:** 3rd week Fall 1998 usage: 2,512 students; 232 faculty/staff/retirees.

**Third year's result:**

Overall usage of the Wellness Recreation Center achieved the target. Most impressively, informal usage doubled to 240,958. (This number generated by scanning user identification cards to permit admission.)

**Fourth year's result:** (see table below) Overall usage achieved target, except in the area of Intramural Recreation. (Goal: Increase participant involvement in all areas listed by 5%).

Annual Data 1998-1999, 1999-2000		1998- 1999 No. Users	1998- 1999 Total Uses	1999- 2000 No. Users	1999- 2000 Total Uses	Increase % Users	Increase %Usage
Fitness/Leisure Classes	Students	1,894	n/a	2,281	n/a	20.4%	n/a
	Employees*	381	n/a	533	n/a	39.9%	n/a
	Total	2,275	n/a	2,816	n/a	23.8%	n/a
Personal Health Consultations	Students	325	n/a	300	n/a	-7.7%	n/a
	Employees*	209	n/a	273	n/a	30%	n/a
	Total	534	n/a	573	n/a	7%	n/a
Wellness Resource Lab**	Students	--	--	--	--	--	--
	Employees*	--	--	--	--	--	--
	Total	--	--	--	--	--	--
Intramural Recreation	Students	3,138	30,480	3,055	31,532	-2.6%	3.45%
	Employees*	36	287	25	93	-30.6%	-67.6%
	Total	3,174	30,767	3,080	31,625	-2.7%	2.8%
Climbing Wall Usage		--	6,480	--	7,231	--	11.6%
Outdoor Equipment Rental		787	--	829	--	5.3%	--
Informal Recreation	Students	7,880	n/a	9,000	--	14.2%	--
	Employees*	920	--	1,230	--	33.7%	--
	Total	8,800	240,958	11,230	244,707	27.6%	1.6%

\*Faculty/Staff/Retirees

\*\*Data not available

**Conclusions:** The overall number of users, both students and employees, of the Wellness/Recreation Center has increased.

UNI G.D.

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GOAL 3:

Resources: Effectively manage internal resources and aggressively seek external resources to support university programs and aspirations

Strategy 3.1 Enhance the quality and productivity of UNI faculty and staff

Performance Indicator:

3.1.1. Dollars spent for faculty and staff on professional development opportunities will be measured.

Professional Development Opportunities assist faculty and staff to develop as scholars, artists, teachers, support staff and persons who serve their academic community. Professional Development Opportunities provided for faculty and staff include: 1) summer fellowships, 2) professional development leaves, 3) project grants provided by the Graduate College, 4) publication support grants provided by the Graduate College, 5) faculty travel grants provided by the Graduate College, 6) travel grants provided by colleges and departments, 7) Regent's Fellowship Program, 8) Distinguished Scholar Award, 9) Faculty Technology Equipment Grant provided by the Office of the Provost, 10) international experiences provided by the Office of International Programs, 11) grant writing assistance provided by the Graduate College and University Advancement and 12) a variety of short and long-term professional development programs for professional and scientific and merit staff.

**Baseline:** Faculty: \$1,591,947.80; Staff: 630 CEU equivalents

**First year's results:**

Faculty: \$1,693,818 (6.4% increase, goal was 2%);

Staff: 877 CEU equivalents, (39% increase, goal was 2%)

**Second year's results:**

Faculty: \$1,862,529 (9.96% increase, goal was 4% increase over baseline);

Staff: 843 CEU equivalents (34% increase, goal was 6% increase over baseline).

**Third year's results:**

Faculty: \$1,795,158 (12.8% increase over baseline, goal was 6% increase over baseline).

Staff: 1,587 CEU equivalents (152% increase over baseline, goal was 6% increase over baseline.)

**Fourth year's results:**

Faculty: \$1,846,828 (16% increase over baseline, goal was 8% increase over baseline.)

Staff: 1,158 CEU equivalents (84% increase over baseline, goal was 8% increase over baseline.)

**Conclusions:** This performance indicator has guided the university in significantly increasing dollars spent for faculty and staff on professional development opportunities. We have continued this initiative in the new strategic plan.

Strategy 3.2 Optimize the acquisition and utilization of university sources

Performance Indicator:

3.2.1 Dollar amount transferred annually from the UNI Foundation to the University.

Baseline restated to exclude certain operational costs and provide detail.

**Baseline:**

Scholarships	\$ 965,217
Designated projects	\$1,727,182
Capital projects	\$ 76,960
	<u>\$2,769,359</u>

**First year's results:** Goal: Increase amount by 4.7%

Scholarships	\$1,054,717	9.27% increase
Designated projects	\$2,172,821	25.80% increase
Capital projects	\$ 680,022	783.60% increase
	<u>\$3,907,560</u>	41.10% increase

**Second year's results:** Goal: increase amount by CPI + 2% to a limit of 4%

Scholarships	\$1,206,774	14.42% increase
Designated projects	\$2,213,852	1.89% increase
Capital projects	\$ 81,435	88.03% decrease
	<u>\$3,502,061</u>	10.38% decrease

**Third year's results:** Goal: Increase amount by CPI + 2% to a limit of 6%.

Scholarships	\$1,567,726	30% increase
Designated projects	\$2,481,504	12% increase
Capital projects	\$7,720,420	940% increase
	<u>\$11,820,150</u>	238% increase

**Fourth year's result:** Goal: Increase amount by CPI + 2% to a limit of 8%.

Scholarships	\$1,732,099	10.5% increase
Designated projects	\$4,890,997	97.1% increase
Capital projects	\$5,373,813	30.4% decrease*
	<u>\$11,996,909</u>	1.5% increase

\*The decrease in the capital projects area is a result of completion of the Performing Arts Center.

Note: Monies transferred to Designated Projects and Capital Projects may vary from year to year as a result of the scale of projects and dedicated fund-raising.

**Conclusions:** The UNI Foundation transfers an increasing amount of funds to the University for student scholarships. This criterion will continue to be one of the ways we will measure the success of fundraising efforts.

Strategy 3.3 Provide a physical environment which supports the activities of the university

Performance Indicator:

3.3.1 Size of building repair budget as a percent of the asset (replacement) value.

This figure is derived by multiplying the square footage by the estimated construction cost/square foot based on building type. Each year a cost inflation factor is applied.

**Baseline:** Building repair budget = 0.44% of replacement cost

**First year's result:** 0.46%  
**Second year's result:** 0.43%  
**Third year's result:** 0.42%  
**Fourth year's result:** 0.39%

Fiscal Year	Replacement Value (RV) of General Fund Buildings	RV Percent Increase	Budgeted Building Repair (BBR)	BBR/RV	Actual Building Repair (ABR)	ABR/RV
96-97	\$ 417,975,000	5.51%	\$ 1,850,000	0.44%	\$ 2,524,987	0.60%
97-98	\$ 436,203,000	4.36%	\$ 2,000,000	0.46%	\$ 3,977,013	0.91%
98-99	\$ 472,751,000	8.38%	\$ 2,050,000	0.43%	\$ 2,670,261	0.56%
99-00	\$ 486,994,000	3.01%	\$ 2,050,000	0.42%	\$ 2,460,208	0.51%
00-01	\$525,251,000	7.86%	\$ 2,050,000	0.39%		n/a

Replacement values continue to increase annually as a result of inflation and new facilities being added. This results in a rapidly escalating target in times of expansion. (Reported to Board Office annually, July 1).  
 Estimated RV to increase at a 4% inflation rate (Board Office inflation rate for July 1, 2000.)

**Conclusions:** The University has successfully achieved annual expenditures for building repairs that exceed the original budgets during the entire five-year planning period. This has been accomplished even though original budgets could not be increased fast enough to keep up with replacement costs inflation and the growth in new space.

Strategy 3.4 Ensure that useful information is easily accessible, accurate, and widely shared

Performance Indicator:

3.4.1 Availability of current transactional software for all processes as follows:

Student Services: Student Permanent Records, Degree Audit, Student Billing, Scheduling, Admissions, Academic Affairs, Housing (room assignments, billing), Student Field Experience, Placement and Career Services, Cost of Instruction, Financial Aid, Direct Lending, Scholarship Tracking

Financial Services: General Ledger, Accounts Receivable, Accounts Payable, Check Writing, Purchasing Quote System, Inventory, Telephone Billing, Mail Billing, Budget Development, Payroll, Effort Reporting (grants and contracts)

Planning and Human Services: Human Resources, Telephone Directory, Affirmative Action, Alumni Relations, Development Prospect, Athletics, Return of Contr., Facilities Planning/Space, Physical Plant, Ticketing, Data Access, Access UNI, Decision Support

**Baseline:** Software currently in use

**First year's result:** Upgrade Advancement Division software

**Second year results:** Y2K upgrades are on schedule.

**Third year result:** Y2K upgrades completed.

**Fourth year's result:** Installed hardware, application support and database in support of Oracle ERP implementation. MEMFIS is on schedule  
**Conclusions:** Implementation of transactional software for student services, financial services, and planning and human services is on schedule.

GOAL 4 External Relations: Develop appreciation and support for the values, programs, and services of the university

Strategy 4.1 Create a coordinated, comprehensive, and consistent communications effort that enhances the awareness and image of the university

Performance Indicator:

4.1.1, Survey results from key populations: general public, legislators, decision leaders, and alumni

**Baseline:** none available

**First year's goal:** Survey contracted for general public, legislators, and decision-makers.

**First year's results:** Survey contracted for general public, legislators, and decision-makers. The Crawford Johnson Group of West Des Moines conducted a telephone/mail survey of the general public, legislators and community/business leaders. The results of the survey were presented to UNI July 1997. In addition, an alumni survey was developed and piloted.

**Second year results:** Alumni surveys were returned from a total of 1,208 alumni representing the classes of 1977, 1983, 1989 and 1995. Analysis shows: A majority of alumni report high satisfaction with UNI undergraduate education in six of seven dimensions: choice to attend UNI (91%); choice of major (80%); personal development (78%); career preparation (69%); preparation for advanced education (61%); preparation for informal learning on own (61%); preparation for civic participation (34%). A majority ascribe high importance to undergraduate education purposes that are core goals of UNI: acquiring a broad education (88%); learning about others and the world (85%); learning to live a fulfilling life (86%); preparing to contribute to community and cultural life (72%); and preparing to provide leadership in the workplace (84%). In their view less emphasis should be placed on field-specific education. Alumni report that the most important qualities that undergraduates should achieve are: communication skills, working in teams and independently, learning about yourself and your potential, acting professionally, accepting responsibility, acting ethically, and valuing lifelong learning. One-fourth (24%) want to be contacted about possible participation in university activities, especially those focused on career opportunities for current students and themselves.

**Third year results:** Results of these studies were used to determine what methods would be employed to communicate effectively with the targeted constituent groups and to prioritize the information about UNI they wished to receive.

**Fourth year results:** Integrated marketing plan developed.

**Conclusions:** Survey results have guided the development of an integrated marketing plan that will assist in continuous assessment of target audience expectations for UNI programs and services.

Strategy 4.2 Pursue and strengthen mutually beneficial relationships with external constituencies



Performance Indicator:

4.2.1 Development of effective in-state networks

**Baseline:** Not available

**First year's results:** In 1997, UNITE, (University of Northern Iowa – Together for Education) was founded.

**Second year results:** UNITE membership increased to 35 and UNI's grassroots presence broadened. In addition, a new volunteer program was developed to enable alumni, parents and friends to help shape the University's future. This "network of good will" serves as a vehicle to increase statewide and nationwide awareness of UNI. Initiatives have been established in Admissions, Alumni/Development, Career Services, Legislative and Public Relations. Individuals have volunteered in areas of special interest to them. With the establishment of this system, volunteers in each initiative area are easily accessible to provide needed support for university programs.

**Third year results:** Further efforts to enhance the flow of information between UNI, the members of the various volunteer programs and the public continued. UNITE's membership was expanded to 51. Advocacy materials and a web site supporting UNITE were developed.

**Fourth year's result:** UNITE membership now totals over 100 and recruitment of new members is on-going. Additionally, work is being done to coordinate the outreach activities of the Office of Governmental Relations, the Alumni Association, the UNI Parents Association and the UNI students.

**Conclusions:** The statewide awareness of UNI has steadily increased through the increase in membership in the in-state network, UNITE as well as through other outreach activities.

Strategy 4.3 Focus on the value of a UNI education in building a compelling case for public and private support

Performance Indicator:

4.3.1 Dollar amount transferred annually from the UNI Foundation to the university.  
Same as 3.2.1



MEMORANDUM

TO: Board of Regents, State of Iowa

FROM: Carol Bodensteiner  
Chair, UNI Strategic Planning Committee

DATE: October 24, 2000

We respectfully submit the enclosed proposed University of Northern Iowa strategic plan 2001-2006 "Focused on Excellence" for Board of Regents, State of Iowa approval.

This plan is the result of a 1½-year-long collaborative effort that involved UNI faculty, staff, students, and representatives of the broader community. The process began in January 1999 at a leadership retreat convened by President Koob. This retreat, comprised of the administrative, academic, and student leadership of the university, identified celebrations and aspirations which then formed the basis of a model strategic plan developed by the Cabinet for use as a starting point for the committee process.

This model plan was presented to a 20-person strategic planning committee including faculty, staff, students, and external constituents. President Koob charged this group to question everything in the model plan and deliver a strategic plan that would: 1) recognize the strengths of UNI and improve it at the margins, 2) represent the thinking, values, and interests of the university, and 3) have actions that can be effectively measured.

The committee worked for four months, challenging each thought, each goal, each action. The plan was posted on the university's web site at several points in the process to gain feedback from the entire university community. This feedback was considered and incorporated as appropriate.

The committee delivered to President Koob a plan that accomplished all of the stated goals and which was subsequently approved with minor revision by the President, the Cabinet, and all university governance groups.

We are pleased to present this new strategic plan today. We are confident that this strategic plan "Focused on Excellence" does build on the strengths of a fine institution that has served the State of Iowa well for nearly 125 years and, as executed, will ensure that UNI continues to put students first, provides teaching excellence, and meets the needs of Iowa, the nation and the world long into the future.

**"Focused on Excellence"**  
**UNI Strategic Plan 2001 - 2006**

**Culture**

The culture of The University of Northern Iowa is characterized by a long-standing commitment to student learning and to excellence in teaching. This commitment has been established through the development of an open, ethical and caring community that promotes diversity, honesty, integrity, respect, fairness, trust and civility among its members. This community has created a culture based on core values that include intellectual vitality, intellectual and academic freedom, the well-being of its members and service to others.

**Values**

The University of Northern Iowa community values:

- Excellence in all its endeavors
- Intellectual vitality
- Intellectual and academic freedom, dialogue and the free exchange of ideas
- Individualized learning
- An ethical, caring and diverse community
- The well-being of its students, faculty and staff
- Service to the citizens of the state of Iowa, the nation and the world

**Vision**

The University of Northern Iowa will be the nation's finest public comprehensive university, known for high quality learning environments and a genuine sense of community.

**Mission Statement**

The University of Northern Iowa is a comprehensive institution committed to providing a diverse, dynamic learning environment, founded on a strong liberal arts curriculum and characterized by excellence in teaching, research and service. The university focuses both on undergraduate education that emphasizes a personalized learning environment and on selected masters, doctoral and other graduate programs that provide students with specialized educational experiences. UNI programs incorporate scholarship and service to individuals, communities and organizations throughout the state, the nation and the world.

## **Goals**

**Goal 1.0:** Provide intellectually stimulating and challenging experiences for students that broaden and deepen their perspective and awareness.

**Objective 1.1:** Provide instruction to students from tenured or tenure track faculty in at least 75% of all classes and 80% of major classes, while maintaining a personalized learning environment.

**Objective 1.2:** Develop a university-wide Honors Program.

**Objective 1.3:** Strengthen the UNI general education program and simultaneously increase understanding of and commitment to the role and value of a liberal arts education as the foundation of a university education.

**Objective 1.4:** Expand the number of programs that distinguish the university and that serve as magnets, attracting students to the university while sustaining current levels of excellence.

**Objective 1.5:** Build on excellence in graduate programs.

**Objective 1.6:** Prepare UNI students to be proficient users of technology in their fields.

**Objective 1.7:** Enhance global awareness and a sense of global citizenship among all UNI students.

**Goal 2.0:** Support creative and intellectually rigorous teaching and scholarship.

**Objective 2.1:** Generate increased opportunities for faculty to enhance the quality of their teaching.

**Objective 2.2:** Generate increased opportunities for faculty to enhance the quality and quantity of their research and creative activity.

**Goal 3.0:** Expand the involvement of the university in addressing critical local, state, national and global needs that also enrich the educational experiences offered by the university.

**Objective 3.1:** Engage in a comprehensive assessment to determine target audience expectations for UNI programs and services.

**Objective 3.2:** Increase availability of distance learning, continuing education and international academic and professional development opportunities to meet the needs of students.

**Objective 3.3:** Serve the state and region through applied research, service and economic development services.

**Goal 4.0:** Strengthen a university culture characterized by diversity, collegiality and mutual respect.

**Objective 4.1:** Increase the number of American ethnic minority students and international students enrolled at UNI by 2005 consistent with the Board of Regents Strategic Plan.

**Objective 4.2:** Provide a welcoming and responsive environment for members of the UNI community who have unique needs that may affect their opportunity for success.

**Goal 5.0:** Foster a supportive living, learning and working environment with services and programs that promote individual well-being and organizational effectiveness.

**Objective 5.1:** Maintain safe environments, conditions and equipment.

**Objective 5.2:** Enhance UNI child care services to better meet the needs of university families.

**Objective 5.3:** Enhance opportunities for mentoring and social interaction among students, faculty and staff.

**Objective 5.4:** Increase faculty, staff and student participation in university governance activities.

**Goal 6.0:** Enhance the quality, diversity and number of human resources available to meet the needs of the university.

**Objective 6.1:** Increase professional career development opportunities for university staff to enhance performance.

**Goal 7.0:** Continue to improve capital, physical and informational resources at the university.

**Objective 7.1:** Enhance technologically appropriate teaching and learning facilities and equipment.

**Objective 7.2:** More fully integrate modern technology into the everyday lives of UNI students, faculty and staff.

**Goal 8.0:** Establish strong, mutually beneficial relationships with external constituencies.

**Objective 8.1:** Conduct a capital campaign to raise \$75 million by 2005.

**Objective 8.2:** Raise awareness and appreciation among targeted local, regional, national and international constituencies for values, programs and services of the university.

**"Focused on Excellence"**  
**UNI Strategic Plan 2001 - 2006**

**Goals**

**Goal 1.0:** Provide intellectually stimulating and challenging experiences for students that broaden and deepen their perspective and awareness.

**Objective 1.1:** Provide instruction to students from tenured or tenure track faculty in at least 75 percent of all classes and 80 percent of major classes, while maintaining a personalized learning environment.

**Indicator 1.1.1:** Percentage of student credit hours taught by tenure/tenure track faculty.

**Indicator 1.1.2:** Average undergraduate class size--lower, upper, both.

**Objective 1.2:** Develop a university-wide Honors Program.

**Indicator 1.2.1:** First class enrolled in Honors Program by fall 2002.

**Objective 1.3:** Strengthen the UNI general education program and simultaneously increase understanding of and commitment to the role and value of a liberal arts education as the foundation of a university education.

**Indicator 1.3.1:** Percentage of lower division courses taught by tenure/tenure track faculty.

**Objective 1.4:** Expand the number of programs that distinguish the university and that serve as magnets, attracting students to the university while sustaining current levels of excellence.

**Indicator 1.4.1:** Programs identified by 2002.

**Objective 1.5:** Build on excellence in graduate programs.

**Indicator 1.5.1:** Percentage of graduates employed or placed within one year.

**Objective 1.6:** Prepare UNI graduates to be proficient users of technology in their fields.

**Indicator 1.6.1:** Number and percentage of faculty using instructional technology (including computers).

**Indicator 1.6.2:** Number and percentage of general assignment tech-equipped classrooms.

**Indicator 1.6.3:** Percentage of course sections in which computers are used as an integral teaching aid.

**Objective 1.7:** Enhance global awareness and a sense of global citizenship among all UNI students.

**Indicator 1.7.1:** Number of students having an international learning experience.

**Indicator 1.7.2:** Number of international students enrolled.

**Goal 2.0:** Support creative and intellectually rigorous teaching and scholarship.

**Objective 2.1:** Generate increased opportunities for faculty to enhance the quality of their teaching.

**Indicator 2.1.1:** Number and percentage of general assignment tech-equipped classrooms.

**Indicator 2.1.2:** Number of faculty using instructional technology (including computers).

**Objective 2.2:** Generate increased opportunities for faculty to enhance the quality and quantity of their research and creative activity.

**Indicator 2.2.1:** Sponsored funding per year in millions of dollars.

**Indicator 2.2.2:** Number of intellectual property disclosures.

**Goal 3.0:** Expand the involvement of the university in addressing critical local, state, national and global needs that also enrich the educational experiences offered by the university.

**Objective 3.1:** Engage in a comprehensive assessment to determine target audience expectations for UNI programs and services.

**Indicator 3.1.1:** Biennial marketing survey.



**Objective 3.2:** Increase availability of distance learning, continuing education and international academic and professional development opportunities to meet the needs of students.

**Indicator 3.2.1:** Headcount enrollments in credit/non-credit courses offered through extension and continuing education.

**Indicator 3.2.2:** Off-campus student enrollment in degree programs offered through distance learning (fall semester only).

**Objective 3.3:** Serve the state and region through applied research, service and economic development services.

**Indicator 3.3.1:** Annual technology transfer report.

**Goal 4.0:** Strengthen a university culture characterized by diversity, collegiality and mutual respect.

**Objective 4.1:** Increase the number of American ethnic minority students and international students enrolled at UNI by 2005 consistent with the Board of Regents Strategic Plan.

**Indicator 4.1.1:** Racial/ethnic composition of student populations in percentages.

**Indicator 4.1.2:** Graduate and undergraduate student retention and graduation rates by ethnic/racial composition in percentages.

**Objective 4.2:** Provide a welcoming and responsive environment for members of the UNI community who have unique needs that may affect their opportunity for success.

**Indicator 4.2.1:** Faculty/staff/student surveys.

**Goal 5.0:** Foster a supportive living, learning and working environment with services and programs that promote individual well-being and organizational effectiveness.

**Objective 5.1:** Maintain safe environments, conditions and equipment.

**Indicator 5.1.1:** Campus crime statistics.

**Indicator 5.1.2:** Annual worker compensation claims.

**Objective 5.2:** Enhance UNI child care services to better meet the needs of university families.

**Indicator 5.2.1:** Number of children served and number on waiting list.

**Indicator 5.2.2:** Diminish gap between need and served.

**Objective 5.3:** Enhance opportunities for mentoring and social interaction among students, faculty and staff.

**Indicator 5.3.1:** Faculty/staff/student surveys.

**Objective 5.4:** Increase faculty, staff and student participation in university governance activities.

**Indicator 5.4.1:** Faculty/staff/student surveys.

**Goal 6.0:** Enhance the quality, diversity and number of human resources available to meet the needs of the university.

**Objective 6.1:** Increase professional career development opportunities for university staff to enhance performance.

**Indicator 6.1.1:** Number of continuing education credits earned.

**Goal 7.0:** Continue to improve capital, physical and informational resources at the university.

**Objective 7.1:** Enhance technologically appropriate teaching and learning facilities and equipment.

**Indicator 7.1.1:** Number and percentage of general assignment tech-equipped classrooms.

**Objective 7.2:** More fully integrate modern technology into the everyday lives of UNI students, faculty and staff.

**Indicator 7.2.1:** Number and percentage of faculty using instructional technology (including computers).

**Indicator 7.2.2:** Number and percentage of general assignment tech-equipped classrooms.

**Indicator 7.2.3:** Percentage of course sections in which computers are used as an integral teaching aid.

**Goal 8.0:** Establish strong, mutually beneficial relationships with external constituencies.

**Objective 8.1:** Conduct a capital campaign to raise \$75 million by 2005.

**Indicator 8.1.1:** Number of annual contributors and dollars contributed in millions.

**Indicator 8.1.2:** Dollars available to the university from the Foundation.

**Objective 8.2:** Raise awareness and appreciation among targeted local, regional, national and international constituencies for values, programs and services of the university.

**Indicator 8.2.1:** Biennial marketing survey.